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THE EFFECT OF HAND PUPPET AS MEDIA TOWARDS STUDENTS' SPEAKING SKILLS AT SMKN 1 BANGKINANG KOTA

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan boneka tangan sebagai media memiliki pengaruh yang signifikan terhadap keterampilan berbicara siswa di kelas sepuluh SMKN 1 Bangkinang Kota. Metode penelitian ini menggunakan eksperimen semu dengan desain two group pre-test dan post-test. Populasi dalam penelitian ini adalah siswa kelas X SMKN 1 Bangkinang Kota tahun pelajaran 2022-2023. Sampel penelitian ini adalah kelas MM sebagai kelas eksperimen yang terdiri dari 35 siswa, dan kelas RPL sebagai kelas kontrol yang terdiri dari 36 siswa. Pengumpulan data dilakukan dengan menggunakan tes berbicara (pre-test dan post-test). Hasil analisis data menunjukkan bahwa ada pengaruh yang signifikan terhadap keterampilan berbicara siswa setelah diberi perlakuan menggunakan boneka tangan sebagai media pengajaran berbicara. Hal itu dibuktikan dengan nilai sig. (2-tailed) adalah 0,000 < 0,05. Sebagai konsekuensi dari hasil tersebut, hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Ada kemungkinan untuk menyimpulkan bahwa pendekatan boneka tangan memiliki dampak yang cukup besar pada keterampilan berbicara siswa.

Kata kunci: *Pengaruh, Boneka Tangan, Kemampuan Berbicara*

Abstract

The aim of this research was to find out whether the using of hand puppets as a media has a significant effect on students' speaking skills at tenth grade of SMKN 1 Bangkinang Kota. The method of this research used quasi-experimental with two group pre-test and post-test design. The population of the research was the tenth-grade students of SMKN 1 Bangkinang Kota in the academic year 2022-2023. The sample of this research was the MM class as an experimental class consisting of 35 students, and the RPL class as a control class consists 36. The data were collected by using a speaking test (pre-test and post-test). The result of the data analysis showed that there was a significant effect on the students' speaking skills after

being treated by using a hand puppet as a media for teaching speaking. It was verified by the value of sig. (2-tailed) was 0.000 < 0.05. As a consequence of the results, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. It is possible to infer that the hand puppets approach has a considerable impact on students' speaking skills.

Keywords: *Effect, Hand Puppets, Speaking Skill*.

INTRODUCTION

Speaking is a means of communication which is really important in the daily activities. Through speaking people get the information which they really want to know. It is because speaking is the way people express their ideas and purposes orally to the others. According to Cameron "Speaking is the active use of language to express meanings so that other people can make sense of them.

Speaking is one of the language skill in Teaching English. Speaking is one of the important skills that should be learned by learners (Masrul, 2017). English teaching should be focused on the students' skill to communicate well through spoken language. It is because have to speak English orally in a right way. Learning to speak is different from learning to write, because learning to speak needs student encouragement to express their ideas or their story to tell in front of other people, especially when they speak in front of the class or in public. (Asilestari, 2018) Speaking is a demanded skill because it requires the other speaking components such as: vocabulary, grammar, pronunciation, comprehension and fluency. In this case, teachers have responsibility to guide students to increase their speaking ability and motivate them by using appropriate method and technique.

Given the importance of speaking to English learners, it is critical for English teachers to encourage pupils to speak. One of the strategies for encouraging students to speak is media. One of the teaching elements that should be included in the teaching learning process to aid in the delivery of material in the classroom is media. (Ayu et.al, 2019) By incorporating media into the teaching-learning process, the instructor can presumably stimulate students to acquire and comprehend the topic. Students can participate in the teaching and learning process through the usage of media. "Media or teaching aids are employed by language teachers to explain language meaning and construction, interest students in topic, or as the basis of a whole activity," according to (Harmer, 2001). Song, picture, rhyme, models, puppets, and other forms of media may be used to help them present the materials.

The hand puppet is an innately fascinating animated inanimate object, and even the most inexperienced puppeteers will almost certainly experience the "power" of puppets. "A puppet will frequently be able to control a crowd in an almost magical fashion, and it can enable you to gain and hold the attention of even very young or unfocused audiences," writes (Kimberly K. Faurot, 2009). For a variety of reasons, one of the most well-known varieties of puppet in the United States is the marionette. For years, regular hand and body puppet characters have appeared on several famous children's television shows, and many toy stores sell a large

choice of attractive hand puppets at comparatively low rates. The bodies and heads of these hand puppets are usually soft, and their fundamental movements are simple to manipulate.

Regarding to some difficulties and problems in learning speaking skill, the researcher tried to observe the English teaching and learning problems among tenth grade students of SMKN 1 Bangkinang Kota, to obtain preliminary information for the researcher. Then, the researcher obtained some information about it as follows, the speaking ability of the students is still low. Such problem appears because of several reasons.

From the students' point of view, there are two problems, first, many of them are still incapable of using English orally. These may be caused by the limited opportunity to practice, lack of vocabulary mastery, the students are very hard to understand some sentences because of pronunciation problem. Second, the other difficulties of the students is they frequently could not understand well when the other speak and usually asked to repeat, some students understand nothing even the simple English conversation, then they usually produce some grammar errors when they try to speak, and also usually hesitant and often forced into silence by language limitation.

Furthermore, in the case of the teachers' point of view, the teacher usually tends to focus on the grammar aspects or on their generic structures and language features of the text while learning speaking skill. Hence, the students look very passive and do not put any interest in doing such activity. Finally, to be able to speak English well, students have to feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not fear of making mistakes when speaking English. But in the reality, many students always feel uncomfortable, unconfident, and fear of making mistakes when speaking English. This fear and uncomfortable feeling can be caused by the inappropriate method strategy, and the lack of media used by the teacher.

In accordance with the problems faced by the students, it is found that the teachers should not only focus to use the appropriate method in teaching speaking skill but also must consider to select some interested, suitable and interactive media in order to attract the students' interest to learn and speak English. The use of hand puppet in teaching speaking is considered as an alternative media that can increase the students' speaking skill. Hand Puppet Media is one of the three-dimensional media which is able to make the students more interesting and can motivate the students to understand about the lesson deeply. In this case, the type of puppets that will be chosen and applied by the researcher is Hand Puppet (Wayang). Most previous studies had proved about the effectiveness of Using Hand Puppet Show Media in teaching speaking for students. Previous studies have shown that this Hand Puppet media is a best, interesting, fun, and enjoyable media which can be used and chosen by the teacher in teaching English, especially in teaching speaking skill (Setyarini, 2010; Nilawati, 2009; Nurhayati, 2011; Reidmiller, 2008; Korosec, 2013; Toledo & Hoit, 2016).

Based on the problems depicted above, thus, the writer is interested in investigating the problems above into a research project is entitled: "The Effect of Using Hand Puppet on Students' Speaking Ability at SMK N 01 Bangkinang Kota".

METHOD

In this research the writer uses quantitative method. According to (Cresswell, 2012) Quantitative research is a means for testing objective theories by examining the relationship among variables. This study specifically was designed as quasi-experiment research. It looked at one class with a pretest and a posttest in order to conduct the study. The author performed in SMKN 01 Bangkinang Kota's Tenth-grade.

The population of the research was the Tenth multimedia class in 2021-2022 academic years. According to Creswell (2012, p. 142), “Population is a group of individual who have the same characteristic”. In SMKN 01 Bangkinang Kota there are four classes of Tenth grade. . In this research, the writer used Cluster random Sampling. The class was Tenth multimedia class and Tenth-RPL Class as the research sample.

The instrument used in this study is a test that is given before and after the small group discussion technique is used to teach. The test were divided into two types, pretest and posttest. The instruments used in this research are tests and Lesson Plans. The writer employed the procedures such as pre-test, treatment and post-test.

In analyzing the data, the writer used dependent or paired- Sample T-Test, the procedure for calculating eta square are normality test, homogeneity test and t-test to analyze the data. In this case, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for hypothetical of test.

RESULT AND DISCUSSION

Data Description

The researcher got the data in the form of score. The score were derived from the test. And the researcher were least two test in this research, they were pre-test and post-test. The researcher started the research from October 20th until 27th 2022. The sample of this research was X Multimedia consist of 35 students as an experimental class and X RPL consist of 36 students as a control class. The results showed that using of hand puppet as a media for teaching a speaking was gave an effect for the students’ speaking skills at SMKN 1 Bangkinang Kota.

Pre-Test

This session concerned the result of the pre-test score. The result of the pre-test score was analyzed using descriptive analysis. The descriptive analysis calculated the mean, median, mode, range, standard deviation, and variance of both classes’ pre-test result of using hand puppet as a media towards students’ speaking skill. First, the data were analyzed descriptively in search of the mean, median, sum, range, minimum, maximum, standard deviation and variance. The result of descriptive statistical analysis can be seen below:

Table 1 the Result of Descriptive Statistical Analysis of Pre-test in Experimental and Control Class

		Experimental Class	Control Class
N	Valid	35	36
	Missing	1	0
Mean		46.17	38.78
Median		40.00	40.00
Mode		40	40
Std. Deviation		6.745	9.975
Variance		45.499	99.492
Range		20	36
Minimum		40	20
Maximum		60	56
Sum		1616	1396

The result shows that there were some differences in several categories of descriptive statistical analysis. The mean score of experimental was 46.17 which was higher than the control group which was only 38.78. Then, the median of the experimental group was 40.00 while in the control group the median was 40.00. The most frequently appeared score was a bit the same. In the experimental and control group, the mode was 40. The variance of the experimental group was 45.49 and the standard deviation was 6.74. While the control group, the variance was 99.49 and the standard deviation was 9.97. The range in experimental was 20 in which the highest score and in control class was 36. The minimum in experimental class was 40 and maximum was 60. In the minimum in control class was 20 and maximum was 56.

Table 2. The Data Description of Pre-test

No	Class	The Total of Students	Mean
1	Experimental Class	35	46.17
2	Control Class	36	38.78
Total		71	

The score between experimental and control class with the total number of students was 71, based on table 4.2 inform the pre-test results. The mean score of the pre-test in the experiment class (46.17) is higher than in the control class (38.78).

Post-test

The researcher conducted the post-test in order to know students' speaking skill after the treatments given hand puppet as a media. It can be seen from the post-test score of students' speaking skill: in the experimental class and control class. The data post-test were analyzed descriptively in search of the mean, median, sum, range, minimum, maximum, standard deviation and variance. The result of descriptive statistical analysis can be seen below:

Table 3 the Result of Descriptive Statistical Analysis of Post-test in Experimental and Control Class

		Experimental Class	**Control Class**
N	Valid	35	36
	Missing	1	0
Mean		65.14	45.56
Median		64.00	42.00
Mode		56	40
Std. Deviation		8.599	8.460
Variance		73.950	71.568
Range		24	32
Minimum		56	32
Maximum		80	64
Sum		2280	1640

The result shows that there were some differences in several categories of descriptive statistical analysis. The mean score of experimental was 65.14 which was higher than the control group which was only 45.56. Then, the median of the experimental group was 64.00 while in the control group the median was 42.00. The mode of the experimental class was 56 and in control class was 40. The variance of the experimental group was 73.95 and the standard deviation was 8.59. While the control group, the variance was 71.56 and the standard deviation was 8.46. The range in experimental was 24 in which the highest score and in control class was 32. The minimum in experimental class was 56 and maximum was 80. In the minimum in control class was 32 and maximum was 64.

Table 4. The Data Description of Post-test

No	Class	The Total of Students	Mean
1	Experimental Class	35	65.14
2	Control Class	36	45.56
Total		71	

The score between experimental and control class with the total number of students was 71, based on table 4.4 inform the pre-test results. The mean score of the post-test in the experiment class (65.14) is higher than in the control class (45.56).

Data Analysis

Test of Normality

The normality test is a test that is conducted to determine if a data group comes from a population that has a normal distribution or forms a normal curve. Before measuring the t-test the writer carried out the normality test. It aimed to know whether or not the data from the two class were normally distributed. The writer used Komogorov-Smirnov and Shapiro-Wilk to do the test of normality. The Data was analyzed using SPSS 25. We can see the outcome as follows:

Table 5. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental	.211	35	**.000**	.861	35	**.000**
	Control	.244	36	**.000**	.908	36	**.006**

a. Lilliefors Significance Correction

Based on data in Table 4.5, the test shows the experimental class's significance was 0.000 and the controlled class was 0.000. If the data is greater than or equal to a value α = 0.05 the data was normally distributed. It can then be inferred that the data is not normally distributed, as the values of both groups are small than 0.05 (0.000 < 0.05). It can be concluded that H0 is rejected and the data from the test of normality was not normally distribution.

Test of Homogeneity

The homogeneity test is used to check the sample similarity that is taken from a homogeneous population. To check the similarity of the sample in both class, the researcher did the homogeneity test after the researcher did the normality test. The researcher used Levene statistical test to measure the homogeneity test and took the significance data to determine whether or not the sample is homogenous. The results are set out as follows:

Table 6. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	**Based on Mean**	**.068**	**1**	**69**	**.795**
	Based on Median	.114	1	69	.736
	Based on Median and with adjusted df	.114	1	64.103	.736
	Based on trimmed mean	.075	1	69	.785

The data result in Table 4.6 reveals that the significance between experimental class and control class was 0.796. The experimental and control class data was also homogeneous because it was higher than 0.05 (0.796 > 0.05).

T-Test

Then the final step to evaluate the data after normality has been done and the homogeneity test is independent sample t-testing as well. Independent sample t-tests are used to compare the means or averages of the two independent samples.

The experiment and the control class to determine if there was statistical data that indicated the mean was significantly different. The writer uses t-test to determine the difference score from students' speaking skill using hand puppet as a media. The writer also used IBM Statistics SPSS 25 tools to do the calculation or the test. Calculation result as follows:

Table 7 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									Lower	Upper
Score	Equal variances assumed	.068	.795	9.675	69	.000	19.587	2.025	15.548	23.626
	Equal variances not assumed			9.672	68.861	.000	19.587	2.025	15.547	23.627

The independent sample test was based on the data and resulted in p_{value} or sig (2-tailed) = 0.000. It emerged from the test that the null hypothesis was rejected and the alternative hypothesis was accepted as the p-value (0.000) was lower than sig α = 0.05 (5%). It also means there was a substantial statistically significant difference in post-test outcomes between the experimental and control class. In other words, there was a significant effect of hand puppet as a media towards students' speaking skill at SMKN 1 Bangkinang Kota.

Hypothesis Testing

The research was conducted to answer the research problem of whether the use of hand puppet has any significant effect on students' speaking skills at tenth grade of SMKN 1 Bangkinang Kota. Furthermore, to explain the answer to the question above, the Alternative Hypothesis (Ha) and Null Hypothesis (H0) are assumed as follows:

H0: There is no significant effect on students' speaking skill using hand puppet as a media towards students' speaking skill at SMKN 1 Bangkinang Kota.

Ha: There is significant effect on students' speaking skill using hand puppet as a media towards students' speaking skill at SMKN 1 Bangkinang Kota.

To verify the hypothesis, the data from the pre-test and posttest are calculated by using the t-test (paired samples t-test) formula with the assumption as follows:

If the value of sig. (2-tailed) > 0.05, it means that there is no significant effect on students' speaking skill using hand puppet as a media. H0 (the null hypothesis) is accepted and Ha is rejected.

If the value of sig. (2-tailed) < 0.05, it means that there is significant effect on students' speaking skill using hand puppet as a media. H0 (the null hypothesis) is rejected and Ha is accepted.

Based on the table above, the value of sig. (2-tailed) was 0.000<0.05. According to the result, it can be concluded that the null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted. Moreover, there was a significant effect on students' speaking skill when using hand puppet as a media at tenth grade of SMKN 1 Bangkinang Kota.

Furthermore, the table independent sample test shows that t_{count}= 9.675, and df (degree of freedom) =69. Gay states that he value of t_{table}=1.994. As a result of ($t_{count} > t_{table}$), 9.675 > 1.994. It can be concluded there was a significant difference before and after using hand puppet as a media towards students' speaking skill at tenth grade of SMKN 1 Bangkinang Kota.

In implementing hand puppets and conventional technique the teacher was guided by teaching scenario when teaching both groups. There were four meetings, both in the experimental group and control group. The topic that was taught in experimental and control class was an introduction. During the treatment, the experimental class was treated by using the hand puppets. There is a theory that adapted from Pujianto (2011) to teach the students by using the puppet as a media in teaching. In experimental class, the teacher used puppet while discussed the topic during the teaching and learning process. Meanwhile, in the control group, the students who were taught by using conventional technique were treated similarly but both experimental and control group different is in the term of media only. In the experimental group, the teacher used the hand puppets while explained the topic. Hand Puppet is a small figure of the object such as animals, person, or fantasy things that is interesting, colorful and can be operated by someone. Students usually love to play puppets.

They usually use their imagination to play it. The students were excited about the hand puppet. The atmosphere was different since the teacher started to use the hand puppet because using hand puppet as a media is a good way to get the students' attention and keep them engaged during the learning process. The students seemed to enjoy the activity. Besides, they were not afraid to express their works in front of the class and enjoyed their performances, it supported Giles and Tunks (2008) who said through puppets, children feel empowered to speak. Students can pick up a hand puppet, begin speaking in a different voice, and quickly take the personality of the character they are portraying. This could be seen from their full attention from beginning until the performance. It supported Giles and Tunks (2008) who stated hand puppets are a valuable means and they can assist students to promote oral language skills and confidence in speaking. Besides, it also supported Nurhayati (2011) who stated the teacher believes that it will be better to use appropriate media to attract the students' attention and to make them understand the material easier.

The use of puppets in the experimental class also gave benefit to the teacher that wants to create a good atmosphere in the class. It supported Insani (2013) who mention that the use of puppets was an appropriate and effective approach in teaching and learning activities. It helped the teacher to teach in ease situation, particularly in engaging the students, creating a good atmosphere and organizing the class.

The results of this study are in line with the three researchers in previous finding the first research is first the research was conducted by Dwi Suci Amaniarsih entitled, she found that using Puppet Show medium to teach students speaking ability can increase students' English speaking ability. This study is using classroom action research (CAR). Furthermore, this research uses puppets as a medium for teaching speaking. Then the difference between this research and that is the skill study or the method of study. (Siti et al., 2020) The result of her

research shows that the use of hand puppet media in Indonesian language learning could improve the storytelling skills of students.

SIMPULAN

The research had a quasi-experimental design aimed at obtaining empirical evidence of the effect of hand puppet as a media towards students' speaking skill at tenth grade of SMKN 1 Bangkinang Kota. After the writer was performed and the treatments were given to the experimental class, the experimental class post-test and score obtained was higher than the controlled class score and there is significant effect. In the statistical hypothesis, it accept Ha (Alternative Hypothesis), and Ho (Null Hypothesis) refused if the sig 2 tailed is lower than alpha (α) or p < (α). Then, the statistical data described in the finding chapter showed that the sig 2 tailed was (0.000). Meanwhile the alpha (α) was 0.05, or 0,000 < 0.05. Thus, it clearly proved that Ha (Alternative Hypothesis) was accepted and Ho (Null Hypothesis) was rejected.

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